

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

28	Elementary schools (includes K-8)
7	Middle/Junior high schools
9	High schools
	K-12 schools
44	TOTAL

2. District Per Pupil Expenditure: 11544

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 13 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	9	9	18	7			0
1	8	10	18	8			0
2	13	5	18	9			0
3	12	6	18	10			0
4	10	6	16	11			0
5	8	6	14	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							102

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 1 % Asian
 10 % Black or African American
 8 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 81 % White
 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1.	101
(5)	Total transferred students in row (3) divided by total students in row (4).	0.040
(6)	Amount in row (5) multiplied by 100.	3.960

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 19 %

Total number students who qualify: 19

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %

Total Number of Students Served: 6

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>6</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>8</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>8</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	97%	97%	98%	99%	98%
Teacher turnover rate	19%	6%	5%	5%	28%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The 2008-2009 rate is due to the departure of the fifth grade teacher and displacement of the .40 P.E. teacher. A first year teacher when she arrived at Brompton, the fifth grade teacher left our school to work in an inner-city school to expand her teaching experiences while continuing work on her Administrative license. Also during that year, our 0.40 FTE Physical Education teacher was displaced through a District Teacher Union transfer process.

The 2004-2005 rate resulted when our first grade teacher assumed the .40 FTE physical education position and the fifth grade teacher left our school.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

The Brompton School is an instrumentality charter school that opened in the fall of 1997 and currently serves 102 students in Kindergarten through grade five. The first elementary charter school in Kenosha, Brompton's successes have paved the way for the approval of additional instrumentality charter schools in the district. Enrollment for Brompton is open to all students within the school district. To insure equitable access, students are admitted through a random lottery process. Because the number of registrants exceeds space available a waiting list is established through the lottery and the list is used to fill open spaces when they occur.

The school's program is based upon our belief that a solid foundation in basic skills is the cornerstone of academic success, reading is the key to educational achievement and structured learning experiences and development of study skills are essential. We believe that students learn best when they are challenged to set high goals and are given the support needed to experience success in attaining them. We believe that the success children experience through their efforts develops self worth and confidence which fosters future achievement and motivates students to accept the challenges of increasingly demanding goals.

Brompton maintains a small school and class size, academically focused program, high expectations for student success and a high degree of parental involvement. We are a welcoming and nurturing school family that shares a common school vision, educational beliefs and goals.

Brompton staff support the Brompton philosophy and reinforce the beliefs of our school community through their actions. The school staff exceeds all expectations for their profession. They have dedicated themselves to the success of every child; more than a goal, it is their passion. They show students the value of hard work by working hard themselves, teach students to be prepared by being so themselves and model how to focus on achieving goals through their own strong work ethic. Our staff has worked to make academic success a reality for every Brompton student.

An outstanding climate of cooperation and mutual respect between parents and staff exists at Brompton. A small school by design we are able to establish and maintain meaningful connections to every child and their extended families. Our understanding of family dynamics helps us ensure that every family is engaged in the school community. We have created a strong partnership with and between every Brompton family that is focused on our children's success and supports each other's work toward that goal. Through consistent and frequent two-way communication parents and teachers keep each other informed about all facets of student progress and need. Staff and parents make every effort to cooperatively resolve concerns, set goals and celebrate achievements. They work as a team. They support and help each other.

Through an annual family survey parents indicated their desire for staff to provide information and training related to school curriculum. Brompton staff held parent workshops that have helped parents reinforce classroom instruction and enriched the home learning environment. When working with parents, staff identified a need to support non-English speaking parents. One-on-one English language sessions are now available to new families when needed.

In addition to their direct involvement in student learning, parents show a strong sense of ownership and responsibility for the school through their active participation in all areas of the school. Parental involvement in and support of the school is remarkable. Parent attendance at monthly parent meetings consistently exceeds 70%. Parents and extended families visit the school on a daily basis. Parent volunteers can be found in the office photocopying and organizing instructional materials, in the classroom helping out with projects, working together making plans for monthly after school family activities or classroom celebrations. Many families stop by to have lunch with their children on a regular basis. Our parents run all aspects of the school library, organize all-school community service projects and plan and run afterschool clubs and programs. As

members of the school advisory committee, the governance organization of the school, and of the Parent Board, Brompton parents are deeply involved in the decisions of the school.

Our strong program, passionate staff, remarkably involved and supportive families and strong school leadership have created a school that consistently produces successful students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Annually, students in Wisconsin are administered standardized assessments to measure academic achievement and growth. All students in grades 3 thru 8 and grade 10 are required to participate in the Wisconsin Student Assessment System (WSAS), which includes the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment (WAA). If the student's curriculum and daily instruction focus on knowledge and skills specified in the Extended Grade Band (EGB) Standards, the students should take the WAA. Both the WKCE and the WAA assess students in Reading and Mathematics in all grades tested. Students in grades 4, 8, and 10 are also assessed in Language Arts, Science, Social Studies, and Writing. No students at Brompton School were administered the WAA.

The WKCE Reading and Mathematics subtests are comprised of selected response (multiple choice) items and constructed response (short answer) items at all grade levels. The WKCE Language Arts, Science, and Social Studies subtests include only selected response items.

Results are reported in the following proficiency categories:

Minimal Performance: Demonstrates very limited academic knowledge and skills tested on WKCE for that grade level.

Basic: Demonstrates some academic knowledge and skills tested on WKCE for that grade level.

Proficient: Demonstrates competency in the academic knowledge and skills tested on WKCE for that grade level.

Advanced: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE for that grade level.

The No Child Left Behind (NCLB) Act of 2002 requires all schools to meet adequate yearly progress (AYP). Last year, in 2008-09, Wisconsin's Annual Measurable Objectives (AMOs) were set at 74% proficiency in Reading and 58% proficiency in Mathematics. Additionally, student subgroups (based on ethnicity, socio-economic status, disability status, and English proficiency) with 40 or more students were also required to meet the AMOs. However, Brompton School did not meet the minimum cell size in any subgroup. With the exception of White students, there were fewer than 5 students in each of the designated subgroups. To protect student confidentiality, no data was reported by subgroup. Additional information related to the WSAS and NCLB can be found on the Wisconsin Department of Public Instruction Office of Educational Accountability website at <http://www.dpi.state.wi.us/oea/>.

Brompton School exceeded all expectations on the WKCE, with 100% of student scoring in the proficient or advanced categories in Reading at all grade levels during the last five (5) school years. Students were also successful in Mathematics, with 100% of students scoring proficient or advanced, with the exception of grade 3 during SY 2007-08 and SY 2008-09, and students in grade 5 in SY 2006-07. When analyzing cohort groups of students, positive trending was observed. Students who were in grade 3 during SY 2006-07 continued to perform at 100% proficient or advanced in both grade 4 during SY 2007-08 and grade 5 during SY 2008-09 for both Reading and Mathematics. Students who were in grade 3 during SY 2007-08 continued to perform at 100% proficient or advanced in Reading during grade 4 in SY 2008-09, and improved from 93.33% proficient

or advanced in Mathematics during grade 3 of SY 2007-08 to 100% proficient or advanced in grade 4 of SY 2008-09.

The percent of students who were in the advanced category was also very impressive. In Reading, the rate for students in grade 3 improved from 75.00% during SY 2006-07 to 87.50% in grade 4 during SY 2007-08. However, the rate decreased to 68.75% in grade 5 during SY 2008-09. The rate for students who were in grade 3 during SY 2007-08 decreased from 60.00% to 57.14% in grade 4 during SY 2008-09. In Mathematics, the rate improved consistently for both cohort groups. Students in grade 3 during SY 2006-07 improved from 68.70% to 75.00% to 81.25%, in SY 2006-07, SY 2007-08, and SY 2008-09, respectively. The rates for students in grade 3 during SY 2007-08 increased from 46.67% to 64.29% in SY 2007-08 and SY 2008-09, respectively.

2. Using Assessment Results:

Analysis of all school-wide and grade level test data is an on going process. Results are used by the Principal, staff and parents to set school-wide, grade level and individual student goals. They are used to guide decisions for curriculum, instructional practices and scheduling that help insure each student receives instruction and support based on level of achievement and need.

Analysis of the WKCE data takes place before the start of the school term and is reviewed at second semester. Initial analysis of state testing data is provided through the district office of educational accountability. Results of the initial data provide an overview snapshot of grade and cohort groups. The Principal and staff continue an in-depth study of WKCE results through a line item analysis process. Through intense examination of test results and patterns grade level curriculum and individual strengths and needs are identified.

Item analysis of the grade 3 math portion of the WKCE indicated two areas for improvement; written responses and vocabulary. We extended instruction and practice of written math response into the grade 2 math meeting component. A study and review of math vocabulary and alternative terms is now incorporated into the introduction of new math content at all grade levels.

Our school curriculum and instructional practices include daily informal assessment, formal assessment for mastery of curriculum content at the end of each learning step and use of formative common assessments for analysis of writing and comprehension growth at the end of each quarter.

Daily informal assessments enable teachers to identify and assist any student in need of immediate support. Formal content and skill tests help provide information to help classroom teachers assess the need to re-teach or provide individualized student support. Common assessment results are collectively studied by staff. Grade level and school-wide trends are identified. When indicated, remedial or enrichment measures are implemented. At the heart of all assessment practice is our desire to insure success for each of our students. Assessment results provide information to identify students in need of intervention. When that need is identified our school's student intervention process is initiated.

3. Communicating Assessment Results:

To comply with School Board Policy 2110, State Statute 115.38, and the NCLB Act, Kenosha Unified School District compiles and publishes a comprehensive Annual Report Card. The report disaggregates the following items by student subgroups: student enrollment and demographic information, standardized testing, mobility and stability rates, and other performance indicators. As an instrumentality charter school Brompton is included in the district report. Our school's annual report card is found on our school web site at www.kusd.edu

Individual student WKCE results are shared with parents during the third quarter parent –teacher conferences. Individual student results are explained by classroom teachers and the Principal at that time.

School wide WKCE results are shared with school families and supporters through the monthly school newsletter and annually at a parent meeting where test results and data are discussed and school goals and initiatives resulting from study of test results are presented for discussion.

Results of our frequent formal and daily informal assessment practices are shared with students and parents on a daily basis. Student-teacher conferences to review formal assessment results are part of the classroom routine. After school parent meetings, phone calls and email messages in addition to weekly take home folders, mid-term progress reports, quarterly report cards and semester parent-teacher conferences keep parents informed of their child’s progress. School staff collaborate daily to discuss their success and challenges. Assessment data and information is consistently shared and discussed by all stake holders. It provides the information necessary for all to understand what has been accomplished and what remains to be done.

4. Sharing Success:

As a charter school, there has always been a high level of interest in our school throughout the community and by charter planning groups. That interest provides us opportunities to share our success with a large audience. We are invited to speak before local community groups and have been guests on local radio and community television programs. Often featured in local news articles, such exposure allows us to showcase our school success.

Due to continued interest in our school, staff and parents host an annual open house to welcome all members of our community. The open house is well attended by families interested in our school for their children, community members seeking information and staff of local public and private schools curious about how and what we do.

Frequent work with individuals and members of charter planning teams provides us with an important way to share and help others replicate our school’s success. By exchanging ideas and explaining all aspects of our school we are able to influence others to develop strong schools that meet both the unique and universal needs of their targeted student population.

When looking at curriculum of the top performing schools in this district, members of the school board curriculum committee reviewed and gave us opportunity to share information about our curriculum. That work led to the development of a district Reading / Language Arts adoption committee whose work continues.

As a Blue Ribbon School we will continue to share all aspects of our school. We will make use of the wonderful opportunity available to us as a charter school by applying for and using the resources of a possible charter school dissemination grant to reach a wider audience.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum was developed during the planning process of our charter school. The curriculum is reviewed and updated annually by the school Principal and classroom teachers. Modifications or changes are made based on the academic growth needs of our students.

Well defined, rigorous and fast paced, our academically focused and integrated curriculum is based on state and district standards and benchmarks. The curriculum expectations challenge our students and encourage them to put forth their best effort. It allows them to experience the success needed to build self confidence that will help them strive for greater success. Curriculum content and instructional practices support our understanding that a challenging basic skills program, high expectations for student achievement, along with high quality individualized interventions, are essential components for student success.

Science: We develop science concepts through use of text and hands-on activities. Students learn through reading, activities and visuals including technology and related field trips. Reading strategies are integrated with emphasis on development of problem solving strategies and inquiry skills. Concepts are continually reviewed and reinforcement. Our cross curricular approach and strong link to reading gives students the opportunity to use strategies from other disciplines with the materials related to the science of each unit.

Spanish: Spanish language instruction is delivered to majority English speaking students at every grade level during three 35 minute classes each week using curriculum developed for Brompton during our charter school planning process. Curriculum content is revised and expanded annually to meet student need. The emphasis of instruction is acquisition of language through listening and speaking in the primary grades and expands to include basic reading and writing skill at the intermediate level. An important component of our Spanish program is cultural awareness and appreciation. Content is integrated as much as possible with the school curriculum.

Music: All students receive general music instruction from our music teacher during two 45 minute classes each week. General music instruction is directly linked to grade level social studies curriculum content and is used to help develop the school character education program. Music class core lessons teach concepts while skills are developed through music reading and multiple performance opportunities. Students in the upper grades have the option to participate in after school choir and band programs.

Art: Our art program uses an interdisciplinary approach to art education that leads children to explore art history and use hands-on activities to link concept and expression. Each lesson explores an interdisciplinary concept and its link to the art lesson topic.

Social Studies: The social studies curriculum teaches our students American culture and history with a strong geography and map skill component. Adapted to meet our school's instructional methods and philosophy, with a strong focus on developing content knowledge, students are guided to develop vocabulary and master subject material through teacher directed study and practice of the thinking and learning strategies introduced in our reading curriculum. While a stand alone curriculum component, our social studies program is used extensively at every grade level to help students see the connection between content areas and application of learning skills. It compliments the intermediate level reading program's reading to learn focus.

Reading: The reading program utilizes an intensive stand alone phonics program, classic literature and use of Basal readers. The intermediate level focus switches from the learning to read emphasis of the primary grades to a reading to learn emphasis. Strong emphasis is placed on a phonics based reading foundation and

integration of reading instruction across the curriculum with the intent to develop confident readers who will become confident students in other subjects.

Language Arts: Taught as a separate component, our language arts curriculum focuses on developing writing skill and grammar concepts to help our students become effective communicators. All components of the program; grammar, mechanics, writing and speaking are studied and practiced daily. Students at each grade level study and produce writing pieces that compare, persuade, explain, present information or tell a story.

Technology: Skill specific technology instruction is driven by district standards and benchmarks. Technology in its various forms is integrated into all areas of our curriculum. Building-level tech support is provided by a lab assistant while integration of technology into all aspects of the curriculum is teacher initiated

Physical Education: Our Physical Education and Health program focuses on development of life long health and wellness habits through twice weekly physical activities and classroom instruction provided by our certified P.E. teacher. The district standards guide gym activity decisions. Classroom health instruction is based on our school-developed program. It includes science of the human body, healthy life styles, nutrition, disease prevention and environmental health.

Math: Our math program reflects our belief that education should be a sequential process that builds upon previous knowledge. The curriculum content is presented in incremental steps with time provided for students to gain confidence before moving on to the next step. Topics grow in complexity so that learning is systemic and sequential. The primary math program is a hands-on program that emphasizes manipulatives and mental math. The intermediate program moves students from foundational math skills through pre-algebra.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Built upon the belief that reading is the key to learning, our program was developed to meet state standards and benchmarks, support the needs of each learner while challenging all students to grow academically. We integrate reading and language arts instruction into all curriculum areas with a focus on *learning to read* in the primary level and a shift to a *reading to learn* approach at the intermediate level. There are three major components of our curriculum: a phonics program, a well defined classical literature component and the Basal reader. The multiple components of our curriculum provide a method for us to insure that each of our students regardless of background or previous experiences become successful readers.

The phonics program is delivered through direct instructional methods to students in Kindergarten through grade two. It provides a daily review of previously learned material and introduction of new learning in increments. Its step process provides all students with a method for becoming familiar with and understanding language. It provides a solid base for reading skill development that enables our youngest students to exit kindergarten with basic reading skills.

Our Basal reading program provides an opportunity for us to provide children of every reading level a wide range and level of material and adapts easily into an integrated approach that helps our students make important connections between subject areas. Teacher modeling of the *Making Thinking Visible* strategies during group instruction helps our children develop skills for critical thinking. Supplemental comprehension strategies kits are used to provide guided and independent practice in learning to use targeted reading comprehension strategies and to respond in writing.

The literature component expands content in other academic areas and supports the school's character education program. The stories and books selected expose our children to a wide range of writing style and topics that are intended to help them experience the joy of reading. They were chosen for their example, imagination and depth.

3. Additional Curriculum Area:

Math

Our success based math program was selected for its ability to support our philosophy and goal of ensuring that all students experience the success that leads them to a desire to achieve further success and by its integrated nature enables all of our students to develop a solid foundation in the language and basic concepts of math. The math program is a highly structured, sequential program that delivers explicit instruction and provides practice and review while allowing for individualization to accommodate accelerated and struggling learners.

Daily instruction is divided into five components; math meeting, facts practice, instruction, problem set, and assessments. Every lesson presents carefully sequenced increments of new mathematical content that builds upon prior knowledge and understanding.

The math meeting includes review of previous material and oral math exercises using questioning strategies to enable children to construct mental concepts. We use the incremental development technique for math instruction introducing topics in spaced steps. The time between steps allows students to gain confidence at one level of a topic before moving on to the next. Topics are not dropped but grow in complexity so learning is systemic and sequential. The presentation of concepts is not in “units” but is spread out over a considerable period of time. The problem set provides daily practice on all of the mathematics concepts students have covered from the beginning of the year; all concepts are practiced in each succeeding lesson. This approach allows for the practice over a long period of time that mastery and long term retention require. All areas of math are integrated so that children see relationships. Daily oral and formal written assessment after every fourth lesson helps us monitor student progress.

A hands-on approach using manipulatives to help students understand abstract concepts and develop problem solving strategies is used in our primary grades. Visuals, technology and enrichment tools are used at every grade level to support the needs of students of various learning style and skill levels.

4. Instructional Methods:

Instructional methods based on a sequential approach to instruction and student learning are used in all subject areas. Every lesson begins with review of previous learning, introduction and exploration of new material, group and independent practice and then concludes with an informal assessment. This approach provides a structure to instruction and learning that compliments our belief students must build a base upon which to support future learning. Students must learn how to learn as they build upon specific skills. Our instructional method enables students to master increasingly complex material, building confidence along with ability.

The materials and instructional methods used at Brompton are selected to meet the needs of student groups with diverse learning styles and background knowledge. They include use of supplemental materials and alternate instructional strategies to support struggling and advanced learners. The needs of the student drive the manner in which instruction is differentiated. Assessment tools are used to match struggling and highly capable learners to specific academic intervention. Daily schedules are carefully designed to allow the time needed for each teacher to provide student support on a daily basis.

We use the Response to Intervention tiered approach to support student need and to help insure every student experiences success. This approach involves a process for implementing instructional support based on student need and their response to the interventions received. Tier 1 involves interventions completed in the regular classroom using the school curriculum with differentiation of instruction. Tier 2 involves additional instruction and use of supplementary materials. Tier 3 adds intensive intervention that targets specific student deficiencies or strengths not addressed in tier one or two. Students at the tier three level are supported by a

Student Intervention Team. The team provides collaborative assistance to the teacher and staff working with a student to improve success or create challenges. The team includes general and special education staff, psychologist, school Principal and parents. All students in the Student Intervention Team process continue to receive instruction in the classroom. A tier 4 intervention incorporates the features of tiers one through three and is specified for students with an Individualized Education Plan.

5. Professional Development:

Staff development is integral to our school's success. Staff development activities are based on student and school need as identified through data analysis, school survey tools and staff goals. It provides a foundation for improvement in all areas of the school. All staff members share the experience of participating as a whole in school-wide development activities. This shared information, skill and understanding has resulted in adoption of practices that support student learning. Staff development activities range from multi-year study and implementation activities to one day in-service workshops focused on teaching staff a targeted skill.

Staff development activities aimed at meeting the leaning needs of both struggling and gifted students have resulted in school-wide scheduling and procedural change. We directed efforts at developing differentiation methods that honored our basic skills philosophy with our belief that students must experience success to achieve further success. Our intervention model, based on the tier approach and adoption of supplemental curriculum materials to support instruction and student learning, helps us make sure every child is challenged and experiences success on a daily basis

To strengthen our student's reading comprehension and reasoning skill strategies, a need indicated by assessment data, staff worked to strengthen their own knowledge and instructional skill by study of Ellin Keene's work on reading comprehension. Staff learned to use and then implemented instructional modeling techniques that teach students how to develop reading comprehension and thinking skill strategies. Additional reading curriculum materials that complement the modeling technique approach were adopted to teach targeted and specific comprehension and written response skills.

Teacher training and practice for use and integration of technology throughout the curriculum and for increasing technology instruction skill takes place at monthly in-services. Teacher personal growth needs are identified and meet through use of the SMART goals process. Teachers work toward reaching their personal professional goals through participation in book studies, course work and district provided workshops and classes.

6. School Leadership:

Brompton is a school community with a shared vision and collective sense of ownership and responsibility. Leadership needs have evolved from the start of the school. The Principal has been instrumental in moving the school from an idea to a community that values its common beliefs and goals. She holds all members of the school community to high levels of well defined accountability standards while engaging them in all aspects of the school.

The Principal and school Advisory Committee work together to make decisions that affect school policy and practice. The committee is comprised of current and former parents, community members and staff. Committee members are involved in all areas of school operation including curriculum and instructional, budget development, interview and hiring, community relations, recruitment and registration, charter and lease development and negotiations.

Providing training and learning opportunities to groups within the school community the Principal nurtures well informed leaders who are able to make knowledgeable decisions for the school. By engaging staff in

professional growth activities related to implementation of enhanced curriculum and instruction strategies, staff have become experts and are empowered to assume a leadership role for decisions in that area.

Inviting members of the school's parent organization to participate in workshops presented by Constantino and by facilitating a study group for his book Engaging All Families provided those parents with knowledge and strategies that enabled them to take the lead in making school decisions for family and community involvement.

Actively involved in every facet of the school, the Principal is readily available to students, staff and families addressing their concerns and welcoming their ideas and involvement. As the school founder she is committed to educating and empowering others to share and support the school's philosophy. She is a leader that expects and shows all members of the school community how to remain focused on student success through example, clear direction and high expectations.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: WKCE

Edition/Publication Year: 2009

Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	83	93	100	100	
% Advanced	50	47	69	38	
Number of students tested	12	15	16	16	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	1	1	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	1	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	3	1	0	
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE for that grade.

Proficient: Demonstrates competency in the academic knowledge and skills tested on the WKCE for that grade level. Third grade was added to the Wisconsin Knowledge and Concepts Exam (WKCE) testing program in 2005.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 3 Test: WKCE
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	83	93	100	100	
% Advanced	50	47	69	38	
Number of students tested	12	15	16	16	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	1	1	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	1	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	3	1	0	
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	0	

Notes:

Subject: Reading
Edition/Publication Year: 2009

Grade: 3 Test: WKCE
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	67	60	75	88	
Number of students tested	12	15	16	16	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	1	1	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	1	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	3	1	0	
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE for that grade.
Proficient: Demonstrates competency in the academic knowledge and skills tested on the WKCE for that grade level. Third grade was added to the Wisconsin Knowledge and Concepts Exam (WKCE) testing program in 2005.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 4 Test: WKCE
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	64	75	86	57	50
Number of students tested	14	16	14	14	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	1	1	3
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	1	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	1	0	0	0
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE for that grade.
Proficient: Demonstrates competency in the academic knowledge and skills tested on the WKCE for that grade level.

Subject: Reading
Edition/Publication Year: 2009

Grade: 4 Test: WKCE
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	57	88	86	100	90
Number of students tested	14	16	14	14	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	1	1	3
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	1	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	1	0	0	0
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Advanced: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE for that grade.

Proficient: Demonstrates competency in the academic knowledge and skills tested on the WKCE for that grade level.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 5 Test: WKCE
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	86	100	
% Advanced	81	65	57	75	
Number of students tested	16	17	14	8	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	1	2	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	1	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	0	
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Advanced: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE for that grade. *Proficient:* Demonstrates competency in the academic knowledge and skills tested on the WKCE for that grade level. Fifth grade was added to the Wisconsin Knowledge and Concepts Exam (WKCE) state testing program in 2005.

Subject: Reading
Edition/Publication Year: 2009

Grade: 5 Test: WKCE
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	69	82	71	88	
Number of students tested	11	14	10	7	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	1	2	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	1	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	0	
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE for that grade. *Proficient*: Demonstrates competency in the academic knowledge and skills tested on the WKCE for that grade level. Fifth grade was added to the Wisconsin Knowledge and Concepts Exam (WKCE) state testing program in 2005.